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ABSTRACT

Presented in this document is a module developed at Northern Illinois University as an optional bibliographic instruction tool to be used in the library unit of an introductory-level educational research course. This approach allows each student to hunt through the library, locate various commonly used educational resources, and use each resource as it is located. Although the activities are specific to Founder's Library at Northern Illinois University, they can be adapted for use in other libraries. The module covers the following areas: (1) Selected General References; (2) Library Computer System; (3) Educational Resources Information Center (ERIC); (4) Selected Indexes and Abstracts; (5) Selected Reviews of Research; (6) Test References; (7) Northern Illinois University Theses and Dissertations; (8) Government Documents; and (9) Periodicals. Background information, instructions for use, and brief exercises are provided for each resource. (KM)

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THE LIBRARY MODULE AS AN ACTIVITY FOR INTRODUCTORY EDUCATIONAL RESEARCH COURSES

by Garland G. Riley and Donald Ary

Abstract

A module for providing students with practical experience in locating and using library resources in education is presented. Among the resources the student needs to use to complete the module are Current Index to Journals in Education, Resources in Education, Social Sciences Citation Index, Education Index, Dissertation Index, Dissertation Abstracts International, Mental Measurements Yearbook, and Tests in Print.

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THE LIBRARY MODULE AS AN ACTIVITY FOR INTRODUCTORY EDUCATIONAL RESEARCH COURSES

by Garland G. Riley and Donald Ary

Northern Illinois University provides an introductory level educational research course which is similar to the course provided at most institutions having graduate level programs in education. Virturally all students beginning their graduate study in education are expected to take the course as a part of their core program. While students are generally advised to take the course early in their Masters' program, practical issues sometimes result in students taking the course before they are in a formal graduate degree program; other times the course will be taken during the last semester of their program. The result is usually that members of each class will vary greatly in their educational experience, including their experience in locating educational information in the library.

The faculty responsible for delivering the course, Introduction to Educational Research, has agreed upon selected units that will be covered in all sections of the course. One of the agreed upon units is "Use of the Library in Educational Research." Instructors who teach the course do have the freedom to cover this unit in varied ways; therefore, it is not surprising that a variety of approaches are used.

Varied Approaches to the Library Unit

All sections have, as a part of the Library Unit, reading assignments in one or more texts. Actual hands on experiences in using the library is accomplished in various ways. All professors expect students to use the library in reviewing related literature when appropriate. Some require students to locate and review specific research reports; others expect a rather extensive review of related literature as a part of a research proposal.

Whether there are in-library experiences planned as a class activity is an issue that is left up to each professor. Some have chosen to have the "Educational Librarian" visit their classes as a guest lecturer to inform the class of the available resources in the library. Many years ago, this was the most commonly used practice by virtually all professors teaching the course. Because our present library does have space for classroom size groups to meet, many professors teaching the course now choose to have

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their class meet for a period, or part of a period, in the library. The Educational Librarian usually serves as a resource person to introduce students to the library, pass out selected materials, and answer questions students may ask.

The Library Module

An alternative which the authors have developed over a period of years, is the "Library Module." This approach has each student hunt through the library, locate various commonly used educational resources, and use the resource as it is located. The document which directs the students in their search has developed over a period of years into approximately 20 pages of activities which students work thru. The activities are specific to our library, Founders Library, and would have to be adapted to be used in other libraries. However, it is possible to make changes in the document so that it can be used in elsewhere. In fact, we have done that on one occasion when an extension course was taught so far from campus that another library had to be used. Moreover, the fact that the library is continually being shifted around and added to requires that the module be revised frequently, usually yearly.

Use of the Module

Professors have used the module in essentially two ways:

(1) The module is assigned as independent work to be completed outside of class.
(2) The class is dismissed for a period or part of a period to work in the library.

In both approaches, students are encouraged to help each other, but each person is expected to complete the task using his own topic. Students are also encouraged to seek help from librarians if they encounter difficulty. If the second approach is used, the instructor goes with the class to the library and is available to students as they work thru the exercises. Our experience with the module has been more positive when the latter approach is used.

Name _____ Date _____

LIBRARY RESOURCES FOR EDUCATIONAL RESEARCH

Objective: After completing this module, you should be able to utilize the major library resources in educational research at Founders Memorial Library, Northern Illinois University, to complete a search of related literature on a given educational topic.

Tasks: To proceed, select a topic area in education which you wish to explore. It should be interesting enough to motivate you to read and explain the educational research related to the topic. What is your tentative choice of a topic?

_____

Because this module is designed primarily to help you become acquainted with the major educational resources, not to guide you through an actual search of the literature, and because it is very possible that you have chosen a specific topic about which little has been published, it is suggested that you have in mind two or three alternative general topics in which you have some interest. Then if you don't find an item about your specific topic when you are examining and learning to use a particular resource, you can switch to one of the alternative topics; thereby gaining the experience of using the particular resource.

In what alternative topics (if needed) are you interested?

_____

_____

_____

Because there is no hard and fast rule for determining which sources in the library you should examine first, you may proceed through the units in any sequence. However, after you become familiar with all the resources, and when you have selected a given topic, there probably will be a sequence which would be better than others, depending on the topic, what you already know about it, etc. For now, our main purpose is to become acquainted with each of these library resources. You may begin on page 3 or skip to a later page.

Begin with any of the 9 "Resources" listed on the next page.

Charge!!!

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SELECTED GENERAL REFERENCES

Card Catalog (1st floor)

While you are on the first floor, let's be sure you can use the card catalog. Find the call numbers for the following two books. Note that there is a "Subject" Card Catalog and "Author and Title" Card Catalog. Use the correct one to look up either the authors or the titles of the two books. Copy down the call numbers.

_____ Good, Carter V. (Ed.) Dictionary of Education. New York: McGraw-Hill, 1973.

_____

_____

_____ Woodbury, Marda. Guide to Sources of Educational Information. Washington, D.C.: Information Resources Press, 1982.

_____

_____

Dictionary of Education (1st floor)

Locate Good's Dictionary of Education using the call number you found. Look up one or more terms related to your topic. Write down one of the terms and its definition; one which seems worth keeping. These definitions will generally be "constitutive definitions."

_____

_____

_____

There are many other special dictionaries, such as English and English's Comprehensive Dictionary of Psychological and Psycho-analytical Terms, and the Dictionary of Exceptional Children. You should become aware of any specialized dictionaries which pertain to your area of interest.

Guide to Sources of Educational Information (1st floor)

This book provides a reference which serves very well as a handbook to be used in identifying educational resources pertaining to varied and sometimes specific topics. Thumb through it and note the variety of resources available.

Note: To save you time, CALL NUMBERS for most remaining volumes used in this library module are provided just below the names. However, remember the card catalog does exist.

TESS: The Educational Software Selector (1st floor)
(LB 1028.5 E 1984)

This resource is one of many recently published volumes providing information about educational software for microcomputers. If you are involved in this new phenomenon of using microcomputers in the schools, you will want to be aware of this source.

Most of this reference is devoted to "Software Descriptions" of educational software. The descriptions are alphabetically arranged by subject areas (business, early learning, English, foreign language, mathematics, etc.). Subsequent indexes near the back of the book have listing of "Software Suppliers," "Summary Listings by Hardware Systems," and an "Index By Product Name." Samples of more extensive evaluations provided by the "EPIE Microcourseware PRO/FILE Evaluation Service" are presented on pp. 547-573.

Choosing Educational Software: A Buyer's Guide. (1st floor)
LB 1028.5 .T69 1984

This resource does not provide actual evaluations of educational software, but it is a well written reference book about software evaluation. Many sample evaluation forms are provided as well as extensive listings of resources which do evaluate software.

LIBRARY COMPUTER SYSTEM (LCS)

LCS Search at Founder's Memorial Library (NO)

Thanks to modern technology we can search for books available at NIU Founder's Memorial Library (NO) while sitting at a computer terminal rather than manually hunting through the card catalog. MOREOVER, we can search the card catalog at other selected universities, such as the University of Illinois (UC).

Generally, the system has a degree of flexibility that is not available when manually searching through a card catalog. But, there are still some things which can be done best by means of a manual search, and you will need to become acquainted with certain abbreviated commands, symbols, and procedures if you are to use the LCS effectively.

Find one of the LCS terminals located at various places throughout the library. Several are located near the main entrance of the library.

Notice the "LCS Terminal Instructions for NIU Libraries" beside the terminals. There is more information here than you will want to try to remember. Especially notice the various "codes" listed under step 3 and remember that you can come back to the sheet of instructions to determine the meaning of information displayed on the screen as you do a search.

The terminal is usually turned on already. There should be a small lighted marker (called a cursor) in the upper left hand corner of the display screen. If the screen isn't clear with the cursor in the upper left hand corner (or if you wish to clear it in the future), look for directions on or near the terminal to determine how to "clear the screen." Most terminals require you to press a combination of two keys AT ONE TIME to "clear the screen." (Example: On some machines it's a key marked "ALTernate" & a key marked "CLEAR.")

Other keys you will need to use are the "backspace and ERASE key" and the "RETURN key." Use the backspace key to erase any letter on a GIVEN LINE if you make a typing error. Use the RETURN key to "return the carriage" and "record" or "enter" a typed line into the computer. Before you press "RETURN," the "backspace" can be used to erase a mistake on a given line. If you discover a mistake in a line after you have pressed the return key, you will need to start over. Generally, DO NOT leave spaces, insert periods, commas, and other symbols UNLESS you are instructed to do so.

To do a LCS search, you must first decide which of four types of searches you will do. You can search by:

1.	Title of book	tls/		
2.	Author of book	aut/		
3.	Author and title	ats/	or	aus/
4.	Call number	dsc/	or	sps/

Let us assume you wish to find Marda Woodbury's book (the one you looked for in the card catalog), but you cannot remember its exact title. So, we will do an author search (aut/). We begin by typing the abbreviation, "aut/" (Do not type the quotation marks.). The slash (/) tells the computer that one "part of this instruction" is finished; and it must be used. Next, we type the author's name -- but it is abbreviated. We use just six (6) letters of the last name and three (3) letters of the first name. Altogether, what appears on the screen should look like this --

aut/woodbumar

Note: Depending on the terminal, the instruction may be in upper or lower case. Use whichever appears on the screen.

When the display correctly shows the above "string" of letters and symbols, press the "return key." If you observe an error made in typing, use the backspace key to erase letters and then type in the correct letters and symbols before pressing the return key. If you don't experience success the first time, try again. Sometimes the machine seems not to be listening too well, and it has to be given the instruction again.

Press the return key. How many "matches" are there? _____

These are the books that have been written by Marda Woodbury which are available at Founders. (1) Do you recognize the title you are looking for???? (2) Which line is it on? (The "line number" is provided in the left hand column on the screen.)

(2)_____. (3) What year was this edition published? _____

Please note: The first question asked above has four question marks and no space for an answer. It is intended to be a question for you to "think about," but you need to provide no answer. When there is a single question mark and a blank for an answer, please provide an answer. Follow this practice thruout the remainder of the module.

You can obtain the call number for the book (and other information about it) by typing the instruction, dsl/ , followed by the line number you are interested in. (For

example: dsl/4 if you are interested in line 4.) Do this for the line you've chosen.

How many copies of Woodbury's book in Founders? ____

Is copy #1 located in the Education Section or the General Reference Section of Founders?

____Education ____General Reference ____Both

What is the call number? _____. Does it agree with the call number you obtained from you manual search????

LCS Search of Holdings at University of Illinois (UC)

You may search for books available at the University of Illinois (UC) -- and 15 other area colleges by adding a two letter code to your search instruction. The two letter code for the U of I at Urbana is "UC." (Codes to other libraries are readily available.)

To save time, let's do the Marda Woodbury search again (rather than taking time to plan new instructions); but "at the U of I." Your former instruction to the computer was --

aut/woodbumar

Clear the screen (not necessary, but do it for practice) and type this instruction again. Add to it a slash (/), plus the UC code. Type this in now.

aut/woodbumar/uc

Press "RETURN." How many matches do you get this time? _____

Are they all books written by Marda Woodbury? _____

Did the computer "goof," or is this simply a result of using abbreviations rather than full names???? If you do searches on the terminals, you will get results like this quite often. You have to "understand" what is happening to get what you want.

You can study the sheet of instructions (which are USUALLY beside the machine) to understand better how to do the various types of searches. At this point, it would probably be wise to finish the library module and "play around" with LCS when you have more time. You will need to study the instructions and gain considerable experience with LCS in order to make full use of this rather flexible system. But, for now, "sign off" by clearing the screen.

EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Though it is relatively new, ERIC is the most comprehensive single system of educational information presently available. Five of the basic elements of the ERIC system are:

1. Thesaurus of ERIC Descriptors (1st floor)
2. Current Index to Journals in Education (CIJE) (1st floor)
3. Resources in Education (RIE) (1st floor)
4. Microfiche reports (2nd floor)
5. ERIC Clearinghouses (Scattered thruout the country)

Thesaurus of ERIC Descriptors (1st floor)
Z 695.1 E3

Find the ERIC Thesaurus and examine it briefly. It is designed to be compatible with a computerized system of information retrieval.

Find your topic area in the Thesaurus -- provided it's there. You may want to consider using "descriptors" other than the terms you originally planned to use, simply because the terms you first thought of are not included in the Thesaurus. Before you continue, you may wish to expand or limit (delineate or delimit) your topic "descriptors."

When you consult the Thesaurus, do NOT misinterpret the arrangement of descriptors on the page. There are NO "headings" in the system; though headings do appear in bold type in the Thesaurus. (First time users of the system usually think of the bold print terms as being "headings" which in some way or another include the terms which follow. They do NOT. Use BOTH the descriptors set in bold print and those which follow IF they are appropriate for your topic.)

Another point. Observe the letters which generally precede the descriptors (UF, SN, NT, etc.). Any words preceded by UF or SN are NOT descriptors (words which are included in the ERIC indexing system). Find out what each of the letters in the coding system stand for before proceeding. (Hint, if needed: Check the front of the Thesaurus.)

UF_____ SN_____ NT_____

RT_____ BT_____

Current Index to Journals in Education (1st floor)
Z 5813 C8

Find CIJE and become familiar with it. This index is similar to Education Index, an older resource which indexes articles from over 200 different periodicals. Can you determine how many periodicals are included in the CIJE System???? To find

out, study the "Introduction" of a current volume. Approximately how many?

Over _____hundred.

Look for your topic in CIJE. From your work with the ERIC Thesaurus, you should know what "Descriptors" you should examine. Select an article (preferably a research report in which you are interested) from CIJE. Copy the bibliographic information so that you can look it up in the periodicals at a later time. (Note: CIJE does NOT have a microfiche series as does RIE.)

Resources in Education (formerly Research in Education)
(On "INDEX" Table - 1st floor)

Now examine RIE (large blue or yellow volumes and recent paperback monthly volumes). Using a monthly volume (usually paperback), but not the annual index volumes, find the list of ERIC Clearinghouses inside the back cover. Read the paragraph at the top of the page. Which clearinghouse is most related to your areas of interest?

(Some of the clearinghouses will honor requests to be placed on mailing lists to receive announcements of reports, newsletters, etc. However, limited funds place practical limits on them.)

Can you find an "Index Section???? (The last one-third of a recent paperback monthly volume.)

What "subsections:" are in the "Index Section?" (Check 3)

____ - Author Index
____ - Institution Index
____ - Investigator Index
____ - Project Index
____ - Subject Index

Can you find the "Document Resumes"????

Turn to page 1 (title page) and note the "Contents." You can get a complete picture of what sections are in the monthly publication (as well as checking your answers to the above questions) by examining the "Contents."

Turn to the "Document Resumes" (the abstracts). Notice that each of the resumes generally has (in parentheses) two or three capital letters at the end of each abstract. What are these capital letters which occur in parentheses?

_____ Having trouble????
Turn to the front of the volume and find a "Sample Entry" page (usually p. 4). Do you find the capital letters in this

sample???? Is there anything else to learn while you're on this page???? Too much???? -- Just remember this sample is here.

Turn back to the Subject Index. Find your topic using the ERIC descriptors. (If you don't find your specific topic, switch to one of the more general topic headings you've selected.) Find a few titles which look interesting. What are the ED numbers?

ED_____ ED_____ ED_____ ED_____

Turn to the Resume Section again. Find the abstract of one of the reports you just selected. Read the abstract. Is it promising and/or interesting???? If not, look up another title. (You may wish to go to another monthly volume.) Circle the ED numbers, which you listed above, of two or three abstracts which look interesting enough to examine in more detail. You will have a chance to find the complete report when you examine the "microfiche file" on the second floor.

Locate a recent RIE Annual Index (or a Semi-Annual Index -- whichever is easiest to find). Look up your topic in at least one of the volumes and record some more ED numbers of interesting-appearing titles which you would like to check later. Generally, in doing a search, you will begin with these Annual or Semi-Annual Indexes rather than the individual monthly volumes as you did above.

_____ _____ _____ _____ _____ _____

Do any of the references in RIE (as judged by the titles) appear to be reviews of research or annotated bibliographies???? Clearinghouses (and other sources) often provide such reviews of the literature, research summaries, etc. and then place them in the ERIC system. These special reports are generally very good sources to use in the early stages of a review of the literature for a research proposal or report.

Microfiche File (2nd floor)

At this point, just remember that the ERIC system includes many complete reports on microfiche. In a later section of this module you will be asked to examine one or more reports that are available on microfiche.

SELECTED INDEXES AND ABSTRACTS

Education Index LB 15 E377 (1st floor)

Education Index is one of the older indexes and is probably the best known index to be used in locating educational literature. It is similar to CIJE (an index in the more recently developed ERIC System). Both of these indexes are used to locate articles in educational periodicals.

Find your topic in the Education Index and select at least one article whose title appears promising and/or interesting. Record the bibliographic information here so that you can look it up later.

Social Sciences Citation Index (SSCI)
(INDEX Table - 1st floor)

SSCI is probably a little different from other indexes that you have encountered. It is NOT organized by topics and subtopics as most subject indexes are; rather most of it is organized by citations of references.

Each issue of SSCI has four indexes:

1. Citation Index - Alphabetical by cited author
2 Source Index - Alphabetical by author
3. Corporate Index - Alphabetical by corporation
4. Permuterm Subject Index - Alphabetical by topic

There are four basic types of searches, plus various combinations of the four, which can be done. We will do just one sequence. For more detailed information about using all types of SSCI searches, see the SSCI Guide (a paperback volume which is just about 1/2 inch thick) located with the SSCI.

Suppose we know the name of some famous researcher (and perhaps even a specific report or reference written by him/her that pertains to a topic we are studying). We would like to learn about other researchers who have cited the famous researcher (or his/her specific work) during the past year. This is the type of problem for which SSCI is uniquely appropriate.

For example, assume we are interested in Jean Piaget's theory of mental development, and that we wish to examine current research based on his theory. To begin, find the most recent ANNUAL index of SSCI and, being sure to use the Citation Index, (not one of the other three indexes) of SSCI, look up J. Piaget. But, before we really get started, examine the

"Sample Display" for the Citation Index (inside the front cover of the volume) to decide what each of the items in an entry means. Now let's study the first reference under J. Piaget's name. In what year did Piaget publish that work? Who cited that work during this past year? What is the "source journal," volume, and page number?

Yr. published:_____ Author's name:_____

Source Journal_____ Vol:____ Page #:_____

Notice all the other entries in which Piaget's work(s) has been cited. This could provide you with a rather extensive bibliography of research pertaining to Piaget's theory.

Many variations of the use suggested above are possible with SSCI. Only the user's imagination limits the extent to which the SSCI can be a useful tool to the researcher. SSCI, along with its companion index, Science Citation Index, is based on the premise that researchers working on a particular topic tend to cite one another.

Psychological Abstracts (INDEX Table - 1st floor)

Another set of reference volumes is Psychological Abstracts. If your topic is one which might have been researched by psychologists, or in some way pertains to psychology, you should examine Psych Abstracts. Abstracts which appear promising can be pursued by locating the complete report from the reference which appears in the abstracts.

Dissertation Abstracts (Dissertation Abstracts International since 1969)
REF Z 5053 D57

The largest single collection of information from doctoral dissertations, and the most accessible source to this information, is Dissertation Abstracts, located in General Reference, 1st floor. Notice that there are two "Sections," one pertaining to the "Humanities" and one to "Sciences and Engineering."

Section A pertains to "_____"

Section B pertains to "_____"

Since 1969, Dissertation Abstracts has been published in the two sections. Dissertations in the field of Education will be found in Section A. Notice that volumes for the last several years are MONTHLY publications. Prior to 1975, each volume contains two or more months. Examine one of the volumes published since 1975. There is an "Author Index" as well as a "Keyword Index" near the back of each monthly volume.

Using a monthly volume's Keyword Index located in the back of each volume, locate your topic and a title which looks promising/interesting. Now find the abstract itself and read it. Note that either hard copy or microfilm of the dissertation itself can usually be obtained from University Microfilms. Most universities in the United States and Canada have had all their doctoral dissertations entered into the University Microfilms system for several years. However, there are some universities which do not participate. In such cases, obtaining titles and copies of dissertations is more involved.

There is a great wealth of information in doctoral dissertations on many educational topics, but it takes time and effort to work your way through this area of research literature. For now, simply try to find at least one abstract which appeals to you and record author, title, institution, volume number, page of abstract, and year so you can find it again.

Comprehensive Dissertation Index Z 5053 C656 (1st floor)

(NOTE: Generally, if you wish to use DAI as a resource in your review of literature, you will begin with this reference, the Comprehensive Dissertation Index, rather than hunting through the DAI monthly volumes as you've just done above. Therefore, let's pretend that you did NOT just complete the section above. (You are just beginning your search through DAI.)

While Dissertation Abstracts International has its own indexes, you usually save time in your search if you use the Comprehensive Dissertation Index (blue and red volumes located near Dissertations Abstracts). Locate these indexes. Notice that some volumes (20 thru 24 of blue volumes and 8 thru 10 of red volumes) deal with "Education." Other volumes cover other subject areas (or provide an Author Index).

The two sets of Comprehensive Index cover the years 1961-1972, and 1973-1977, respectively. Observe that there are Supplements to cover the years since 1977. One advantage of this set of indexes is that they include titles of dissertations which have been completed but which are not included in Dissertation Abstracts International.

Locate "Explanation of Entries," p. XV of any volume of Comprehensive Dissertation Index. Study the explanations to the degree you wish, but especially note the "DAI Citation" (Dissertation Abstracts International), which gives the volume

number/issue number, A or B, and page number. This is the cross-reference to Dissertation Abstracts. You may wish to skim through some of the other pages of Comprehensive Dissertation Index to understand it better, but don't take too much time now; it will be here next time you wish to use the Comprehensive Index.

Locate your topic in the Index and find an interesting title. Record it and the DAI volume and reference number so you can locate the abstract at some time in the future.

If you have a lot of searching to do in dissertations, you should be aware that the Dissertation Microfilm System can be searched using the on-line computer search available in Founders Library for a reasonable fee.

If, after examining a dissertation abstract, you decide you would like to read the dissertation itself, there is a small chance that it is available in the library. If it is, there should be a card in the card catalog. Most likely, however, you will have to order a copy from Zerox University Microfilm.

If you wish to read/study any dissertations not available thru University Microfilms, you will have to obtain them by some other means, -- usually Interlibrary Loan.

SELECTED REVIEWS OF RESEARCH

Review of Educational Research (A "Periodical" - 1st floor)

The Review of Educational Research (RER) is a periodical published quarterly by the American Educational Research Association. It is located in the bound periodicals section on the 1st floor.

Very often, the place to BEGIN a search of the related literature is with a SECONDARY source, such as RER, rather than a PRIMARY source. However, a problem with beginning a search with this specific secondary source is the lack of a detailed, comprehensive index. Indexes, such as Education Index and Current Index to Journals in Education, do index the reviews provided in this journal, so if you search thru these indexes you will often find a review located in the RER. If you do, it is generally worth your time to examine that review.

It is possible to go directly to the RER and examine the rather general "Cumulative Indexes" located in the back of each volume. (Exception: Vols. 39-42 have no index. The index for these volumes is included in the index for vol. 43. Prior to vol. 39, a different kind of index is located inside the back cover of each issue.) Try using the more recent index. You may have to broaden your topic, or even change it, to find any references, but when you can find a review on a topic of interest to you in this journal, it is usually an excellent one.

After finding a title of a review which is of at least some interest, look it up in the appropriate volume. You should remember that this is a review of research studies; not a research report, itself. We classify it as a "secondary source," rather than a "primary source."

Quickly skim thru the review (perhaps reading topic headings only). Find a statement which the reviewer indicates is "known" -- a statement based on one or more research studies -- which interests you. The reviewer should support that statement with a reference. Summarize the statement.

Statement_____

_____

The complete bibliographic information for the reference on which the above statement was based will be presented (at least it should be) at the end of the review. Copy that complete bibliographic reference so that you can look it up to verify the interpretation of the reviewer (a secondary source) concerning the original study (the primary source).

Reference_____

_____

Try to reason out answers to the following questions concerning primary and secondary sources. Circle P if primary; S if secondary. (Some of these response might be "just a little debatable.")

P S 1. Generally better for getting "overview" of a problem.
P S 2. Ultimate source in deciding what is "really known."
P S 3. Review of another person's work.
P S 4. Report of a witness to the observed events.
P S 5. "Middleman" comes between researcher and consumer.
P S 6. Written by the researcher himself.
P S 7. More likely to provide an <u>extensive</u> bibliography.

<u>Encyclopedia of Educational Research</u> (2nd floor)
LB 15 E48 1982

The fifth edition of the <u>Encyclopedia of Educational Research</u> (EER) is located on the 2nd floor in the Social Sciences Section. The fifth edition, published in 1982, is composed of four volumes. The first four editions, published over the last half century, each contain only one volume.

Thumb thru one of the volumes of the fifth edition to get some idea of the variety of topics covered. At the front of Vol. 1 an "Organizing Scheme" and a "List of Articles" for all four volumes is presented. There is an "Index" for all four volumes at the end of Vol. 4. Notice that each review has a bibliography; some of them are rather extensive. Bibliographies in EER are a good source of primary research reports, but the review itself is a secondary source.

Look up your topic in the appropriate volume. If you don't find an article on your topic, you can look for it in the Index of Vol. 4 in the hope that it is covered as a part of a more general article. Once again, if you don't find you topic, broaden it so you can examine a topic of at least some interest to you. Who is the author of the review which you've selected? (His name should appear at the end of the article, and he should be an authority in the field.)

Name _____

Skim thru the article you've selected for a statement about a research-based "known." Quote or paraphrase (be brief) the "finding" on the back of this sheet.

Just to check your thinking--. This review article in the EER is (Check one.) ___a secondary source ___a primary source.

Technically, if it's a secondary source (and it is), you should not accept the finding which you made note of on the back of the page until you verify it by checking the primary source. How can you locate the primary source???? How about using the references at the end of the review????

The "finding" which you recorded should have a reference (a name and a date in parentheses) just after the "statement" in the article. Find this reference in the bibliographic references at the end of the review. Write this bibliographic reference along with the statement you copied on the back of this page. Then, remember to check the original (primary) source before using the "finding" in your review of the literature. Then, you can base any claims on a primary source rather than a secondary source.

Handbook of Research on Teaching (2nd floor)
REF LB 1028 G3 or S39

In a relatively few years, two volumes of the Handbook of Research on Teaching have made it a very respected source in educational research. Find either the first volume (edited by Gage) or the second (edited by Travers) and examine the "Contents." Notice that in each volume, the chapters in the last "Part" deal with specific subject areas. In most cases, you will find a very scholarly, in-depth review. You seldom learn much by skimming these chapters. They have to be studied carefully and thoughtfully to understand them.

TEST REFERENCES

Tests in Print (2nd floor)
~~LB 2367 B846~~

Locate Tests in Print III (TIP III). Try to use TIP III, not TIP I or TIP II (older editions) because they are organized differently. Notice that there are different Indexes in the book. A "Titles Index," pp. 487-520; a "Subject Index, "pp. 521-566; a "Publishers Index, "pp. 567-578; and a "Names Index, "pp. 579-714. The main section takes up pp. 1-485.

Find p. xxviii and skim the material under "Indexes" and "How to Use This Book" (pp. xxviii-xxix). Turn to page 1 and examine the first 4 entries. Some of them contain the statement, "For additional information, see (_____), and provide a yearbook and an entry number. In the first 4 entries there is no mention of a "review."

Now examine entry #5 and note that there is an indication of a "review" by A. S. Lockhart (7:596). This is a cross reference with the famous MMY's (Mental Measurements Yearbooks). It refers you to entry number 596 of the 7th MMY.

Use one of the Indexes (probably the Subject Index) to identify several tests which interest you. Locate them in the main section of TIP III and find one which indicates there is a "review" in one of the MMY's. Copy one (or more) yearbook and entry numbers in the blanks below.

_____ _____ _____

Mental Measurement Yearbooks (MMY's) (2nd floor)

Locate the appropriate MMY and find the "entry" using the yearbook and entry numbers you identified in TIP III. (Watch out! Page numbers won't get you there; you must use entry numbers.)

If you've made no mistakes, you should be able to see what some authority has to say about the test you've selected. Who is the authority who reviewed the test which you selected???? You should be able to find his name at either the beginning or end of the review, depending on which yearbook you are using. (Skim the review if you wish; or go on to the next step. You can return later.)

Reading MMY and Personality MMY (2nd floor)
REF LB 1050 B87 PSYCH REF BF 698.5 B87

These are yearbooks in special areas: (1) Reading and (2) Personality. You may wish to examine them sometime to learn about a specific test.

Bibliographies from MMY's

Check the 8th MMY, Vol I, entry 514. What test is it? _____ Note the bibliographic references for this test. The number of the first one listed in the 8th MMY is 931. Where are the first 930 references???? Can you tell from the information on this page how many bibliographic references about the California Psychological Inventory are in the 5th MMY???? How many are in the Personality MMY???? What is the TOTAL number of bibliographic references concerning the CPI which can be found in these test reference books (Personality MMY, 5th, 6th, 7th, and 8th MMY's)? (Hint: Don't try counting or adding them up; check the end of the list in the 8th MMY. It's over 1300.)

How many? _____

What message are we trying to get across???? A high percentage of these references will be research reports concerning the CPI. How's that for a bibliography to begin you "exhaustive review of the literature" if you happen to be doing research involving the CPI????

One final point. If you are looking for a published instrument to measure one of the variables in any research project you might be planning, the MMY's are a good source to begin learning about available instruments -- a way of "operationalizing variables" -- sometimes.

Tests in Microfiche (2nd floor)
REF LB 3051 T455

These are thin booklets which are difficult to find. You will have to use the call numbers very carefully to locate them.

The MMY's etc. deal primarily with published tests. Tests in Microfiche provides access to a collection of unpublished tests, many of which have become well used research instruments. Examine the "Contents" and the "Introduction" in the front of one of the volumes. Skim through the "Introduction" (p. iii), especially the "Cautions" and the "User Qualifications" paragraphs. You will probably be most interested in the Subject Index. Find it and see if you can find the "acquisition number" of a test in a subject which interests you. Look it up in the Numerical Index and read the description. If you wish to examine the actual test, it should be available on microfiche in Founders Library.

NIU THESES AND DISSERTATIONS (3rd floor)
LD 2411.4+ A to Z

While you may not find an NIU Theses or Dissertation which is related to your topic, it is desirable to know where they are, and maybe to look thru one or two of them.

Begin by locating the card catalog of NIU Theses and Dissertations in the Education Cluster of the third floor. (At the top of the escalator, turn left, just around the corner.) Find a subject heading in which you are interested. Locate the call number of a title (or two or three) which you might like to examine.

About 50 feet to the south (behind you when facing the card catalog) you will find the NIU Theses and Dissertations. (Having trouble???? Use call numbers listed above.) There are several rows of them, bound in either red or black covers, located in the stacks. See if you can find the one you selected in the previous paragraph. Notice that there is an abstract of the study presented in the front of each dissertation. This is the abstract which appears in Dissertation Abstracts International.

GOVERNMENT DOCUMENTS (2nd floor)

One useful approach to locating Government Documents which are in Founders Library is the card catalog. For instance, if you wish to research reports which you either know or suspect were published by some governmental unit (Chicago Board of Education, Illinois Office of Education, National Institute of Educations, etc.), look up that unit in the card catalog.

Another way into government documents pertaining to education is thru the ERIC System, since many research and project reports which are published by governmental agencies make their way into RIE.

There is a lot printed and/or published by governmental agencies, especially state and national, that applies to education. Often it is not especially easy to find these, so you may have to ask the librarian for help when searching thru government sources.

PERIODICALS (1st floor)

Do you have some journal articles or reports to look up? If not, go back to Education Index or CIJE and locate at least two or three references related to your topic. You may also have found references from bibliographies in research reviews, annotated bibliographies, MMY's, etc.

If you have a reference which is located in a current (recently dated) periodical, you will have to look for it in the Current Periodicals Section, 1st floor. If it is more than a few months old, you will have to look for it in the Bound Periodicals Section.

As you enter the Periodicals Section, 1st floor, look around for a "computer printout" on a table or counter top. The printout is relatively thick and lists all the periodical holdings which NIU has. You can use this printout to see if NIU has the periodicals which you will be looking for. If the periodical is one which you are relatively sure will be in Founders Library, you may wish to skip checking to see if it is available. On the other hand, some holdings may be on microfiche, rather than in bound volumes. You will learn this sort of information from these printouts.

Bound periodicals are arranged on the shelves in alphabetical order, but you will have to do a little hunting sometimes to see where it all begins and which way it goes.

Unfortunately, the most recent volumes of periodicals are often at the bindery, or someone has torn out the particular article you want, etc. But see if you can find some of the periodical references you have identified from your search in the various indexes, etc. If you wish to make a personal copy of any research report or article, there are several copying machines available for use at ten cents per page or less.